

Scott Foresman Reading Street, Big Book Grade Level Package 1.01 - 1.13 (1 copy each of 13 titles)

Pearson Education, Inc., publishing as Pearson Scott Foresman

Copyright - 2007

ISBN - 0-328-19175-2

Edition - 1st

Grade Level P2 - 1st Grade

Readability Level

Course / Content Reading

List Price: 698.75

Wholesale Price 559

The features of each book or program were developed by the publisher and do not reflect the opinion of the Kentucky State Review Team Kentucky State Textbook Commission or the Kentucky Department of Education.

Content Scott Foresman Reading Street is a scientifically research-based reading, language arts program. Reading Street provides systematic and explicit instruction on the 5 core elements critical to reading success: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Reading Street is complete with a fully integrated language arts strand, including writing, grammar, and spelling. This program is designed to meet the needs of all students. Extensive instructional support is provided for below, on level, and advanced students. There is a comprehensive array of components integrated into the instruction to support both the teacher and the student.

Throughout the development of Reading Street particular attention was given to alignment with the Kentucky Core Content For Assessment and The Kentucky Program of Studies for Reading.

Student Experiences Motivation and engagement begins with the Student Edition. The Student Edition features a wide variety of genres. There is a thoughtful combination of fiction and nonfiction text. Students are introduced to informational text and are taught how to read it. In Reading Street, students are able to learn about science and social studies while learning to read. Poetry is featured at every grade along with instruction for learning to read it.

Grade level skills and strategies are introduced in the student edition. Reading Online is a skill strand that begins in the First Grade student book. These are New Literacies that prepare students for the informational age such as, internet inquiry, search engines, word processing, email and more. Vocabulary and comprehension skills and strategies are introduced through a scaffolded instructional model. Reader response opportunities in the student edition provide a comprehension check complete with a look back and write feature.

Practice materials are varied and purposeful. A full complement of leveled readers, decodable readers, and trade books provide opportunities for authentic practice and application of skill instruction.

Assessment Reading Street provides assessment materials based on the most current research. Instruction is supported through a comprehensive and carefully planned approach to assessment. The Assessment Handbook supports both the experienced and novice teacher. The Reading Street

approach to assessment is based on a 4-Step Assessment Plan

Step 1 Diagnose and Differentiate

The Baseline Group Test is grade level specific and provides initial placement information for grouping for instruction.

Step 2 Monitor Progress

Monitoring progress opportunities are strategically and systematically placed throughout the daily and weekly instructional plan in the teacher's edition:

- " Guiding comprehension questions and skill and strategy instruction during reading
- " Monitoring Progress boxes to check word reading, fluency, comprehension and vocabulary
- " Weekly Assessments on days 1-5 at primary levels; days, 3, 4, and 5 at intermediate levels
- " Practice Book pages at point of use
- " Weekly Selection Tests or Fresh Reads for Differentiated Test Practice

Step 3 Assess and Regroup

Results of weekly assessments track student's progress on a week to week basis. Unit Benchmark Tests check mastery of unit skills. The weekly assessment information and, unit Benchmark Test performance help to inform and validate grouping decisions.

Step 4 Summative Assessment

Benchmark Assessment- Use to measure a student's mastery of each unit's skills
End-of Year Benchmark Assessment- Use to measure a student's mastery of program skills covered in all six units.

Organization

Program

- " Reading Street is a Kindergarten through Sixth Grade Reading/Language Arts Program.
- " Kindergarten is organized by 6 units, 6 weeks in each unit
- " First Grade is organized by 5 units, 6 weeks in each unit
- " Second through Sixth Grades is organized by 6 units, 5 weeks in each unit

Student Editions

- " Kindergarten Program
- " First Grade- 5 books, 1 for each unit
- " Second grade- 2 books; 3 units in each book
- " Third Grade- 2 books; 3 units in each book
- " Fourth-Sixth Grades-1 book at each grade

Teacher's Editions

(includes title and grade levels)

- " Each teacher's edition is organized by unit.
- " K: 6 Teacher's Editions
- " Grade 1: 5 Teacher's Editions
- " Grades 2-6: 6 Teacher's Editions at each grade

Resource Materials

- " Practice Book Teacher's Edition; 1 - 6
- " Spelling Practice Book Teacher's Edition; 1 - 6

- " Grammar Practice Book Teacher's Edition; 1 - 6
- " Assessment Handbook; K - 2, 3 - 6
- " Baseline Group Test Teacher's Edition; 1 - 6
- " Unit and EOY Benchmark Teacher

Gratis Items to be provided and under what conditions See KY - 2C for Complete item

- Available Ancillary Materials
- " Teacher's Editions; K - 6
 - " Take-Home Kindergarten Readers; K
 - " Listen to Me Readers; K
 - " Take-Home Listen to Me Readers; K
 - " Big Books; K - 2
 - " Read Aloud Trade Books; K
 - " Talk With Me, Sing With Me Chart; K
 - " Sing With Me Big Book; 1 & 2
 - " Alphabet Ca

Research Data and Evidence of Effectiveness

Disclaimer: the research data and evidence of effectiveness was provided by the publisher and does not reflect the opinion of the State Review Team, the State Textbook Commission, or the Kentucky Department of Education.

Research Available YES - provide information below
Research Data Evidence of Effectiveness

SF Reading 2007 Program of Research

The What Works Clearinghouse (WWC) was established in 2002 by the U.S. Department of Education's Institute of Education Sciences (IES) to provide educators, policymakers, researchers, and the public with a central and trusted source of scientific evidence of what works in education. Scientifically based research consists of studies that are designed with sufficient rigor so as to permit conclusions to be made about the causal effects of educational interventions. Pearson Scott Foresman is committed to supporting the Scott Foresman 2007 Reading program with a body of scientifically based research that meets the rigorous standards of the WWC.

The SF Reading 2007 program was designed by a well-respected group of authors and researchers in the field of reading. Drs. Sharon Vaughn and Ed Kame'enui, leading a team of fourteen authors, developed the program based on methods proven to be effective through a meta-analysis of existing literature, evidence from their various research studies funded by government organizations, and best practices identified in the Scott Foresman 2004 Reading program to develop a product based on solid research. This practice follows recommendations of the NCLB legislation.

Formative research was conducted on the pre-publication product. Classroom field studies across the United States investigated the effectiveness of the initial design. School administrators, reading specialists, and classroom teachers were used to rigorously and systematically evaluate the program while under development. Their input was used to revise the product to make it as attractive and easy to use as possible for all practitioners.

An independent, randomized controlled trial pilot efficacy study of the SF Reading 2004 product (grades 1, 2, and 3) is underway. Dr. Denis Newman of Empirical Education, Inc is conducting the pilot study to inform the development of the study design for the larger efficacy study to begin in Fall 2005. The pilot study examines the efficacy of the 2004 product, implementation methods, observation methods, and instrument development. This study meets the criteria of the WWC for creating a research base to support product efficacy and will be submitted in support of the product upon completion in August 2005.

An independent, randomized controlled trial efficacy study of the SF Reading 2007 product is scheduled to begin in the Fall 2005. Dr. Stephanie Baird-Wilkerson of Magnolia Consulting is the principle investigator of this study. Dr. Wilkerson is in the process of recruiting six schools across the United States to evaluate the effectiveness of the SF Reading 2007 product at grades 1, 2, and 3. The study will randomly assign the treatment at the teacher level within each school and employ statistical methods as well as site observations to control for any outside effects on the student achievement scores. The TerraNova Reading exam will be used for the pre and post-group assessment. In addition, the DIBELS Oral Fluency test will be administered at the beginning, middle, and end of year. The study meets the criteria of the WWC and will be submitted in support of the product when completed in August 2006. As per the WWC recommendations, Dr. Wilkerson will continue her study of the product efficacy through August 2007.

Scott Foresman has also elected to commission an alignment study to provide a value-added element to their Reading product. Scott Foresman has hired Dr. John Smithson of the University of Wisconsin Center for Educational Research, Guido Gatti of Gatti Evaluations, and an expert team of reading specialists to align the reading benchmark items to select state standards. The state assessments are based on state standards, the alignment study aligns the benchmark items to the same state standards. In NCLB times, monitoring the progress of student learning throughout the year on state standards is essential in helping to meet adequate yearly progress.

Pearson Scott Foresman has taken a leadership position in providing research to support their products. We feel this commitment will continue to support our customers as they strive to meet the rigorous NCLB requirements. We encourage you to contact us with any questions regarding the research supporting our products.

Contact:
Marcy Baughman
Director of Academic Research
Phone: 412-780-6790
Email: Marcy.Baughman@Pearsoned.com

Overall Strength and/or Weaknesses

Disclaimer: Comments on the strengths and/or weaknesses of each book, material or program were written by members of the State Textbook/Instructional Materials Review Team and reflect their opinions. They do not reflect the opinions of the State Textbook Commission nor the Kentucky Department of Education. In addition, the State Textbook/Instructional Materials Review Team completed each evaluation form during summer of 2005. In order to maintain the integrity of the review team's comments, editing was limited to spelling and punctuation.

Recommendations: The Scott Foresman Series is designed with Kentucky students and educators in mind. The teacher's editions are an appropriate tool for all educators. It will save educators time in planning as a result of the Kentucky Planning Guide for Learning Goals and Academic Expectations. Students will benefit from this series, they will be adequately prepared for state assessments. The Scott Foresman reading/language arts series has been evaluated as an elementary series. You may find a few comments in the first grade commentary with second grade examples. All components and aspects of this series have been reviewed. The Early Reading Intervention Kit (kindergarten component) will be of value for first grade students that are having difficulty. Especially if your district/school ability groups for reading, 1.1 to 1.5 will all use this same assessment. Please note the reading content summary below. The series was reviewed as a set.

Summary Form

I.	Technology Component Summary Students and teachers are provided with many technology opportunities. The research articles and their titles are a plus.	2.000.00
II.	Reading Content Summary This is an area of strength. The Big Books allow for whole group instruction. They are bright and vivid; they will attract the student's attention. On the back of each Big Book is the grade and unit.	2
III.	Writing Content Summary The writing aspect of this series will be a source of assistance for Kentucky teachers. (Writing Portfolios)	2.00
IV.	Grammar and Spelling Content Summary The teacher grammar transparencies are effective tools for teachers. I would have liked to have seen spelling cards created along with the vocabulary cards.	2.00
V.	Listening /Speaking / Observing Content Summary Series is aligned with Kentucky's Core Content and Program of studies. The specific activities for listening/speaking/observing are appropriate.	2.00
VI.	Inquiry Content Summary The series provided opportunities for use of the computer, and included the use of an online encyclopedia. I would like to have seen more hands on suggestions for use of dictionaries, maps, atlas, and almanacs.	2.00
VII.	Technology Content Summary The series incorporated technology for the teacher and the student.	
VIII.	Audience: Teacher Materials Content Summary Teachers are provided with numerous resources including vocabulary transparencies, grammar transparencies, and skill transparencies. One time saving tool is the laminated Kentucky Planning Guide for Learning Goals and Academic Expectations.	2.00
IX.	Audience: Student Materials Content Summary The student texts are durable, the content is interesting. The reader response page is a plus.	2.00
X.	Format Content Summary Spiraling of content is evident. The photographs, illustrations, and pictures are beautiful. The text is an appropriate size (print). The back of the book (student edition) contains practice test strategies.	2.00
XI.	Ancillary Materials Content Summary Adaptations for ELL learners. Adaptations for special needs(handicapped students, hearing impaired)	1.80

READING CONTENT

A variety of genres are used in the student texts. A few included are: fiction, sing-along, fantasy, photo essay, poetry, and biography. Grammar transparencies are provided for the educator. These assist students in identifying the purpose of capitalization.

Students are exposed to fiction and non-fiction texts. The Kentucky Daily Practice component of the Scott Foresman series furnishes the educator with activities/skills sheets that require the students to differentiate between fiction and nonfiction.

The Kentucky Daily Practice component of the Scott Foresman series contains skills sheets that allow students to practice identifying the author's purpose in literary, informational, persuasive, and practical workplace materials. In the teacher's edition 1.1 a Social Studies connection is introduced. This series (Scott Foresman) provides leveled readers. The books are tied to each week's story.

Students are to use letter tiles to spell words, and more importantly, given specific instructions that provide students with the opportunity to manipulate certain letter tiles to make a new word.

The Sound-Spelling Cards are a tool that visually show the relationship between letters and the sounds they represent.

The High-Frequency/Tested Vocabulary Cards are one method this series uses to introduce new vocabulary. The Sing With Me Big Book includes songs that correlate with each week's lessons. Many Oral Language activities are suggested in the teacher's edition.

Comprehension is embedded throughout the entire reading/language arts series.

The Phonics Songs and Rhymes Chart assist in building fluency. The CD's that hold the stories are sources which further promote proper expression.

The leveled readers supplied establish many opportunities for schools/districts to group their students. There are three levels below, on grade level, and advanced. The teacher's editions display plans for each level.

The Baseline Group Test is designed for diagnosis and placement. Unit and end-of-year benchmark tests are the summative assessment.

All of the selections are appropriate for reading aloud, shared reading, guided reading, and independent reading. The plays are ideal for reading aloud, as is the poetry.

The text exposes the students to a variety of authentic literature and informational selections.

The Scott Foresman Series is aligned with Kentucky's Elementary Subject Area Core Content for Assessment document.

WRITING CONTENT

The student texts employ a medley of writing tasks for students.

The Unit and End-of- Year Benchmark Tests Teacher's Manual uses a writing prompt and checklist for writers. The teacher's editions are tabbed with laminated pages.

The grammar transparencies are a vital component of this series, as they introduce and provide practice for the students to mature in their understanding of sentences.

The grammar transparencies assist the educator with instruction for correct grammar usage.

The Language Arts Grammar and Writing book contains weekly grammar instruction, leveled grammar practice, weekly writing craft and models, and preparation for writing and grammar tests, which are a portion of the Selection Tests and the End of the Unit tests

Computer connections are incorporated in this series.

GRAMMAR AND SPELLING

The grammar transparencies teacher resource and the Grammar and Writing Book does contain grammar rules and usage with practice activities as well as the teacher's editions.

E-mailing other students is one suggested activity, as this would be a written mode of communication.

Instruction in and activities for students to use the writing process is presented numerous times in this series.

A writing model of a letter to be used in an activity where students are to write a letter on the computer is present in the text. The teacher's editions supply the teachers with writing rubrics. A page is shown and titled Writing Traits.

The teacher's editions provide plans for differentiated instruction. The teacher's edition has a special tab marked Differentiated Instruction. These are at the beginning of each story. (student's edition)

The Spelling Practice book provides opportunities for the students to learn their spelling words in context as well as in isolation.

Many methods are suggested and multiple strategies are used so that students will learn to spell the specific words.

The School and Home connections provides creative and innovative ideas.

LISTENING / SPEAKING / OBSERVING

Several suggestions are given in the teacher's edition, depending on the audience, purpose, and situation.

The teacher's editions display a laminated page titled "Kentucky Planning Guide for Learning Goals and Academic Expectations."

INQUIRY

Teacher's edition 2.5 suggests that students use a search engine and work in pairs to research books about cats online. They are to make a list/record of at least three books that sound interesting to them.

The activity to be explained ties in with the above expectation. Students are expected to work in pairs to determine if a website is reliable. They are to open the search engine, and search for information about one of the unit authors TE2.5.

TECHNOLOGY CONTENT

Online Classroom provides opportunities for the educator to use technology to plan, teach, and assess. Online Classroom provides opportunities for the student to use technology to read, explore, and practice. There are lesson suggestions for students to e-mail students in other areas. This is just one example where technology is used as a means of communication.

It is evident that this reading series has incorporated technology into their reading/language arts program. The Sing With Me/Background Building Audio CD's may be used by the educator for his/her instruction, or for a student center.

AUDIENCE: TEACHER MATERIALS

Instructional strategies are incorporated in the Scott Foresman series.

There are sections for students to self-check. The series is aligned to Kentucky's Core Content/Program of Studies. A technology suggestion is in each week's lesson. Opportunities are provided for students to give oral presentations.

A separate book titled Read Aloud Anthology is provided for the teacher to use/read aloud each week if she/ he so chooses. Centers are set up that suggest independent reading, this is made easy as a result of the stories on CDs. Either a science or social studies connection is made with each week's story. This is also present in the leveled readers.

A section titled Take It to the NET is offered in the teacher's editions - specific articles/readings are listed with the web address provided.

A separate ELL teaching guide is furnished. Multilingual summaries are part of this guide. These summaries are a component of each main reading selection. The summaries are in English, and the next 5 most common languages. The teacher's edition presents teachers with a variety of questions regarding comprehension. Examples include inferential, critical, and literal. Critical thinking and problem solving is embedded throughout this reading/language arts series.

Several Reading/Writing strategies are provided in a clear and organized manner. Teacher's are instructed to model the strategy for the students.

Data from the student's selection test may be printed from the computer. Each week a Take It to the Net tip is offered - the link is provided. An example (TE1.2) For ideas to build oral vocabulary, see the article "Walking with Rosie" found at sfsuccessnet.com.

All criteria is easy to coordinate.

AUDIENCE: STUDENT MATERIALS

Concluding each student story is a page titled Reader Response Think and Share. This page has a few questions for the students to answer, and at the bottom in red letters is a section titled LOOK BACK and WRITE.

Some of the genres include: nonfiction, realistic fiction, expository fiction, poetry, plays, and songs. A nice feature related to genres - in the table of contents in the students books is a list of all stories and what genre they are.

Each weeks lesson has a science or social studies connection. This is also displayed in the table of contents of the students book.

The leveled reader selections contain age-appropriate and meaningful text for culturally diverse and heterogeneous groups.

The series does provide students the opportunity to engage in the three kinds of writing.

FORMAT

Students are often times required to do activities where they have to go back to another story. This would be difficult for the student if the content didn't follow a logical method of organization.

Vocabulary is defined with each lesson, and The Kentucky Daily Practice Book provides skills sheets for the students to use that contain their vocabulary words. High Frequency Vocabulary cards are provided for the teacher to use with the students. When a student is asked to do an online activity a model of what the computer screen will look like is provided in their text.

The type is large and easy to read. The length of lines would not intimidate a student. Spacing is appropriate and allows for easy reading.

The front and back cover is thick and seems durable.

The back of the book contains a section titled Tested Words.

ANCILLARY MATERIALS

Music CDs are provided that go along with the Phonics Songs and Rhymes Chart, students may listen to the story on CD. The leveled readers and teacher lesson plans provide for different interest and ability levels.

I did view many activities for LEP students, but not for special needs.

My lesson planner online, Teacher's edition online, and Success Tracker online.